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ASSIGNMENT BOOKLET 5B

ELA1105 English Language Arts 10-1
Module 5: Section 3 Assignment and Section 4 Assignment

FOR STUDENT USE ONLY	
Date Assignment Submitted: _____	(If label is missing or incorrect) Student File Number: _____
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Assigned Teacher: _____

Assignment Grading: _____

Graded by: _____

Date Assignment Received:

Student's Questions and Comments

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Teacher's Comments

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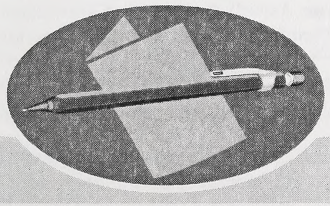
English Language Arts 10-1

Module 5

The Novel and the Drama

Assignment Booklet 5B



Learning Technologies Branch

Alberta LEARNING

FOR TEACHER'S USE ONLY

Summary

	Total Possible Marks	Your Mark
Section 3 Assignment	35	
Section 4 Assignment	40	
	75	

Teacher's Comments

English Language Arts 10-1
Module 5: The Novel and The Drama
Assignment Booklet 5B
Section 3 Assignment and Section 4 Assignment
Learning Technologies Branch
ISBN 0-7741-2269-2

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	
General Public	
Other	

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- Alberta Learning, **http://www.learning.gov.ab.ca**
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ASSIGNMENT BOOKLET 5B
ENGLISH LANGUAGE ARTS 10-1: MODULE 5
SECTION 3 ASSIGNMENT AND SECTION 4 ASSIGNMENT

Your mark for this module will be determined in part by how well you do your assignments.

This Assignment Booklet is worth 75 marks out of the total 155 marks for the assignments in Module 5. The value of each assignment and each question is stated in the left margin.

Work slowly and carefully. If you have difficulty, go back and review the appropriate topic.

Be sure to proofread your answers carefully.

You may use a computer and word-processing program for many of these questions. If you use a computer, be sure that you submit a printed copy that has been proofread and is readable. Include your name, course name, and assignment number on each page.

Section 3 Assignment: Understanding Drama

35

Read all parts of your assignment carefully and record your answers in the appropriate places.

1. In Section 3, you were introduced to the dramatic form, and you studied its similarities to and differences from other genres in literature. You learned that dramatic writing and dramatic performance require knowledge and careful planning. Successful dramatists need to create situations, characters, and conflicts that will find resonance with their audience. They select words and dramatic techniques that will allow them to achieve their intentions.

Creating script, just like creating other kinds of writing, is an excellent way to learn more about the dramatic form. In addition, as a creator of script, you become an author or playwright. In other words, you create text that can be read, interpreted, performed, and enjoyed by others.

As you know, "Long Walk to Forever" is a short story by Kurt Vonnegut. However, it could be adapted for the stage. Your task in this assignment is to change its form from short story to drama. In order to do this, you must make thoughtful and informed choices.

Hints for Responding to Questions 1.a. to 1.e.

- Reread "Long Walk to Forever" at least one more time before you begin this assignment. Read it with all five parts of the assignment in mind. Take notes as you go, jotting down ideas and possibilities.

- Before you begin, review significant features of a stage play that were discussed in Lesson 1 of Section 3 of the module.

- Remember that scene divisions within acts often appear seamless because of the skill of the writer or director. Nevertheless, divisions occur. Some are made because of setting (time, location, weather) changes, character changes, and issues to do with plot, conflict, or theme.

- There are subtle techniques—such as changes of lighting, props, sets, or costumes—that can be used to indicate scene changes. As a creator of dramatic text, you must be precise about the choices you make and clear about your reasons for making those choices.

5 **a.** If you were to convert the entire short story into a one-act play, where would you make scene divisions? How many scenes would there be? Explain your choices clearly and precisely.

Before you begin your assignment, look over the following Assessment Criteria to ensure that your response is as good as possible.

Assessment Criteria

Thought and Detail (3 marks)

- Ideas for scene divisions are thoughtful and logical.
- The number of scenes is manageable and appropriate.
- Reasons behind the scene divisions and the number of scenes is clearly stated.
- Examples are thoughtfully chosen and give support to the ideas.

Organization and Writing Skills (2 marks)

- Writing is coherent and easy to follow.
- Writing conventions have been observed.
- Effective word and sentence choices have been made.
- It is obvious that proofreading has taken place.

(There is more room for your answer on the next page.)

5

b. How would you indicate changes between the scenes? What dramatic techniques would you need to employ? Why?

Before you begin your assignment, look over the following Assessment Criteria to ensure that your response is as good as possible.

Assessment Criteria

Thought and Detail (3 marks)

- Ideas for ways to indicate scene changes are thoughtful and appropriate.
- Suggested dramatic techniques are appropriate and would be effective.
- The explanation defending choices for dramatic effects is clearly stated.
- Examples are thoughtfully chosen and give support to the ideas.

Organization and Writing Skills (2 marks)

- Writing is coherent and easy to follow.
- Writing conventions have been observed.
- Effective word and sentence choices have been made.
- It is obvious that proofreading has taken place.

(There is more room for your answer on the next page.)

5

c. How would you have Catherine dressed? Describe her appearance for the stage. Defend your choices.

Before you begin your assignment, look over the following Assessment Criteria to ensure that your response is as good as possible.

Assessment Criteria

Thought and Detail (3 marks)

- The description of Catherine's costume is detailed enough for the reader to clearly visualize the character's appearance.
- The reasons for dressing Catherine as described are clearly and logically stated.
- Examples are thoughtfully chosen and give support to the ideas.

Organization and Writing Skills (2 marks)

- Writing is coherent and easy to follow.
- Writing conventions have been observed.
- Effective word and sentence choices have been made.
- It is obvious that proofreading has taken place.

5

d. Finish converting the portion of the story that was begun in Lesson 3 to complete a scene, or choose another part of the story to change to dramatic script. Regardless of the choice you make, be sure to include between 20 to 30 lines of original text. Include stage directions, scenery changes, and other essential information.

Before you begin your assignment, look over the following Assessment Criteria to ensure that your response is as good as possible.

Assessment Criteria

Thought and Detail (3 marks)

- The dialogue sounds natural.
- The storyline is easy to follow.
- Stage directions are appropriate and clearly stated.
- Details are thoughtfully chosen.

Organization and Writing Skills (2 marks)

- Writing conventions, especially those to do with script writing, have been observed.
- Effective word and sentence choices have been made.
- It is obvious that proofreading has taken place.

5

e. After you've completed parts **a.**, **b.**, **c.**, and **d.**, discuss what you have learned about drama and script writing. Be thorough, thoughtful, and precise.

Before you begin your assignment, look over the following Assessment Criteria to ensure that your response is as good as possible.

Assessment Criteria

Thought and Detail (3 marks)

- Ideas are thoughtful and logical.
- Ideas are relevant and focused.
- Details are precise and thorough.
- Details are thoughtfully chosen and give support to the ideas.

Organization and Writing Skills (2 marks)

- Writing is coherent and easy to follow.
- Writing conventions have been observed.
- Effective word and sentence choices have been made.
- It is obvious that proofreading has taken place.

(There is more room for your answer on the next page.)

When you've finished responding to the preceding questions, return to page 78 of the Module 5 Student Module Booklet and continue working where you left off.

(10)

2. In Section 3, you listened and responded to the radio drama from *Jake and the Kid*. In a short composition of approximately two pages, discuss the relevance of this drama to contemporary audiences such as yourself. In other words, what can a reader and listener learn from responding to the radio play? Of what value is this story to youth? What in *Jake and the Kid*, Episode 31, "Gents Don't Chaw," is applicable to life today?

   Remember that the term *learning* has to do with growth in ideas, skills, and knowledge. People learn when they gain insight into their own lives or the lives of others. They learn when they acquire knowledge of facts, concepts, issues, and skills and they are able to apply these new understandings and skills in new situations.

   If you use a computer to write your response, print it out and attach the pages to the end of this Assignment Booklet. All separate pages must be clearly labelled with your name, address, and student number—if your school has assigned one to you—and the following information: ELA 10-1: Assignment Booklet 5B.

   Before you respond to this question, look over the following checklist and Assessment Criteria to ensure that your writing is as good as possible.

Checklist

- ❑ I used an outline to help organize my ideas before I began writing the final product.
- ❑ I included a number of original and relevant ideas.
- ❑ I used details from my own experience and from the radio play to support my ideas.
- ❑ I used paragraphs to organize my response.
- ❑ I proofread my finished copy to check for writing errors.
- ❑ I'm satisfied with my final product.

Assessment Criteria

Thought and Detail (6 marks)

- Strong personal voice is evident.
- Ideas are relevant and focused.
- Details are thoughtfully chosen and give support to the ideas.

Organization (2 marks)

- Writing is coherent and easy to follow.
- Writing has an effective beginning and ending.

Writing Skills (2 marks)

- Writing conventions have been observed.
- Effective word and sentence choices have been made.
- It is obvious that proofreading has taken place.

(There is more room for your answer on the next page.)

(There is more room for your answer on the next page.)

When you've finished responding to the preceding questions, return to page 86 of the Module 5 Student Module Booklet and continue working where you left off.

40

Section 4 Assignment: The One-Act Play

Read all parts of your assignment carefully and record your answers in the appropriate places.

1. In Section 4, you studied two one-act plays. In so doing, you learned a great deal about the conventions of drama and the joys and surprises one can find there. You also read about how drama and prose fiction share many similarities:

   - plot, conflict, setting, and character
   - mood and theme
   - language used for effect

   Through studying one-act plays, you were reminded that—unlike prose fiction—drama has at its centre a performance component. In order for drama to be successful, the playwright must skilfully create and employ dramatic techniques.

   In Section 4: Lesson 3, you created an initial draft of a short original piece of drama. You'll now complete a polished copy of that script. You'll also include a preface that communicates essential information to a *reading and viewing audience*. You'll conclude by reflecting on aspects of the writing process.

   Before you go any further with this assignment, review the following considerations that were discussed in Lesson 3. See if you attended to them in your initial draft. If you did not, you should do so now.

Creating a Script—Considerations to Review

- Did you generate possibilities for your play before you began to write the script? You may have tried freewriting, mind-mapping, webbing, or other strategies.

- Did you consider audience and situation? In other words, for whom is your writing intended? If it were to be performed, what would the situation be?

- Did you think about how you would gain and maintain the interest of the audience? Did you choose a controlling idea that was strong enough to be sustained over the course of three to four pages of writing?

- Did you make a rough outline of the plot, addressing the following points?
  – how to begin the play and introduce conflict
  – how to include necessary background information
  – how to keep the action going
  – whether to resolve conflict
  – how to end the play (or segment of a play)

- Did you create and "flesh out" the characters? Most important, did you consider their diction? In other words, did you consider the way the characters speak, what they say, and how they say it?

- Did you think about the mood and theme you want to convey?

- Did you pick a setting that supports the plot, theme, and mood?

- Did you consider elements of live drama such as the following ones?
  – stage and actor directions
  – costumes
  – props and scenery
  – special effects
  – scene changes

- Did you read your play aloud to see if it made sense? Is it easy to follow?

5

a. Preface to the Script

Include brief introductory comments as a preface to your script. Write what you think a reader or viewer would need to know to better understand your play. Explain if your script is a complete play or a segment of a longer play. If you are writing a segment, briefly discuss its focus in relationship to the rest of the (unwritten) play. Include other information that you think an audience would need.

Assessment Criteria

Thought and Detail (3 marks)

- A strong personal voice is evident.
- Ideas are relevant and focused.
- Details are thoughtfully chosen and give support to the ideas.

Organization (1 mark)

- Writing is coherent and easy to follow.
- The preface has an effective beginning and ending.

Writing Skills (1 mark)

- Writing conventions have been observed.
- Effective word and sentence choices have been made.
- It is obvious that proofreading has taken place.

(15) **b. The Written Script**

Make certain to include the following:

- an original title
- setting details
- a list of characters
- all dialogue and monologue, clearly indicating the speakers
- actor directions
- stage, special effects, prop, and scenery details
- scene changes (if applicable)

Once you're satisfied that you've attended to the preceding points, then edit, revise, and polish your script. Remember to proofread to correct errors before you submit your assignment.

Assessment Criteria

Thought and Detail (10 marks)

- The title is appropriate.
- The plot is well developed.
- The characters are developed with enough detail to serve the needs of the story.
- The dialogue sounds natural and advances the plot.
- The stage and actor directions are appropriate and effective.
- Details such as props and scenery are thoughtfully chosen, support the plot, and help establish the setting and mood.
- Dramatic techniques are used to create dramatic effect.

Organization (2 marks)

- Writing is coherent and easy to follow.
- The script has an effective beginning and ending.

Writing Skills (3 marks)

- Writing conventions, especially those to do with script writing, have been observed.
- Effective word and sentence choices have been made.
- It is obvious that proofreading has taken place.

If you use a computer to write your script, you may print it out and attach the pages to the end of this Assignment Booklet. All separate pages must be clearly labelled with your name, address, and student number—if your school has assigned one to you—and the following information: ELA 10-1: Assignment Booklet 5B.

(There is more room for your answer on the next page.)

(There is more room for your answer on the next page.)

(There is more room for your answer on the next page.)

5

c. Reflection on the Writing Process

In this part of the assignment, reflect on the experience of writing the script that you are submitting. The reflection should be written in paragraph format as follows:

- Explain the audience you had in mind when you wrote the script.
- Discuss some of your important choices and why you made certain decisions.
- Explain what you found challenging and what you learned as a result .
- Explain the extent to which you were able to accomplish all that you intended.
- Discuss what especially pleased you and what you might do differently next time.

Before you respond to this question, look over the following checklist and the Assessment Criteria to ensure that your writing is as good as possible.

Checklist

- ❑ I stayed on topic.
- ❑ I discussed a number of significant ideas.
- ❑ I supported ideas with relevant details.
- ❑ I checked for coherence.
- ❑ I made effective word and sentence choices.
- ❑ I proofread to reduce errors.

Assessment Criteria

Thought and Detail (3 marks)

- Voice is original and thoughtful.
- Attention to the process of writing drama is evident.
- Ideas are relevant and focused.
- Details are thoughtfully chosen and give support to the ideas.

Organization (1 mark)

- Writing is coherent and easy to follow.
- The writing has an effective beginning and ending.

Writing Skills (1 mark)

- Writing conventions have been observed.
- Effective word and sentence choices have been made.
- It is obvious that proofreading has taken place.

(10) **2.** Hand in your Module 5 vocabulary log now, or recopy it into the following chart. Be sure to provide the definition of each word along with its source—where you found it. You should have at least ten words in your log for this module.

New Word	Definition	Source of Word

5

3. Review the journal entries that you wrote for Sections 3 and 4. Choose a journal entry that you are willing to share with an audience—in this case, your teacher. Carefully edit and proofread your journal entry. You may rewrite the entry in the space that follows.

If you use a computer to write your entry, you may print it out and attach the pages to the end of this Assignment Booklet. All separate pages must be clearly labelled with your name, address, and student number—if your school has assigned one to you—and the following information: ELA 10-1: Assignment Booklet 5B.

Remember to identify your journal entry by number, for example, Journal Entry 5B.

Assessment Criteria (5 marks)

Your composition will be evaluated using the Journal Evaluation Guidelines on page 45 of Section 2: Lesson 1 in your Module 1 Student Module Booklet.

This is Journal Entry 5 ____.

(There is more room for your answer on the next page.)

When you've finished responding to the preceding questions, return to page 101 of the Module 5 Student Module Booklet and continue working where you left off.

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